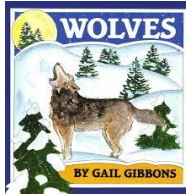


Unit 2: Animals and Habitats

WEEK 9 At a Glance

Texts



Read Aloud

- Day 1: *Wolves*, Simon, Read 1
- Day 2: *Wolves*, Simon, Read
- Day 3: *Wolves*, Simon, Read 3
- Day 4: *Wolves*, Gibbons, Read 1
- Day 5: *Wolves*, Gibbons, Read 2

Centers *Set a date and gather final work for the Showcase of Learning*

- Art Studio Table: Wolf Diorama 2 (Day1-5)
- Art Studio Easel: Inspired by Wolves (Day 1-5)
- Blocks: Wolf Habitats (Day 2-5)
- Dramatization: Acting Like a Pack of Wolves (Day 3-5)
- Library & Listening: Researching Wolves (Day 2-5)
- Discovery Table: Snow or Ice (Day 4-5)
- Writing & Drawing: Writing Information about Wolves (Day 3-5)

Writing:

Phonics: Follow Guide

Shared Reading: "Five Little Wolves"

Stations

- Strategic Small Group Instruction
- Reading: Independent and Partner Reading
- Pocket Chart: "I Had a Rooster"
- Listening & Speaking: Talk Time; Listen and Respond: *Wolves*, Simon
- Writing: *Lon Po Po*
- Word Work: Say, Tap, Build, Read; Word Hunt; Read, Build, Write Trick Words

Storytelling/ Story Acting Children dictate stories and act them out.

Math: Follow Guide

At a Glance U2 W9



eerie

https://www.pinterest.com/pin/242279654934350274/?autologin=true&nic_v2=1a18YqhJw



misunderstood

<https://www.devops.lol/container-confusion/>

Read Aloud Vocabulary Cards U2 W9



trait

<https://birdeden.com/great-gray-owl-facts>



domesticated

<https://time.com/4459684/national-dog-day-history-domestic-dogs-wolves/>



roam

<https://epicprovisions.com/blogs/land-livestock/reflections-from-the-first-bison-harvest-at-roam-ranch>



litter

https://www.pinterest.com/pin/561331541029915074/?nic_v2=1a18YqhJw

Read Aloud Vocabulary Cards U2 W9



pack

<https://www.fursforus.com/what-pack-animals-can-teach-you-about-leadership/>



warn

<https://www.amazon.com/Step2-Alert-Visual-Warning-Signal/dp/B001R5CJII>



charge

<https://www.eastidahonews.com/2019/07/child-charged-and-tossed-into-the-air-by-bison-at-yello-wstone-national-park/>



whimper

<https://www.insider.com/what-dog-sounds-mean-2018-11>



extinction

<https://phys.org/news/2018-07-extinction-natural.html>



communicate

<http://kiddy123.com/article/why-cant-my-child-talk.html>



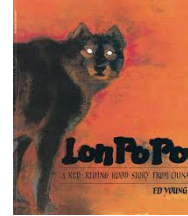
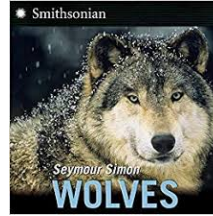
cruel

<http://clipart-library.com/cliparts-mean-face.html>



mate

<https://www.ck12.org/book/ck-12-biology-advanced-concepts/section/14.14/>



WEEK 9 Day 1

Read Aloud
Wolves
 Read 1 of 3, Pages 1-5

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can identify the author’s purpose by closely analyzing key words and phrases in the text. (R.7.K, R.10.K)
Language Objective	I can explore the meaning of words in a text in order to understand the author’s purpose. (L.5.K)
Vocabulary	<p>eerie: scary or spooky</p> <p>misunderstood: not known or not understood</p> <p>trait: a characteristic; something typical of a place, a thing or a person</p> <p>domesticated: tamed, kept by humans</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● <i>Wolves</i>, Seymour Simon ● <i>Wolves</i> vocabulary cards
Opening 4 minutes	<p>Review learning from the previous week.</p> <p><i>Last week we met the wolf in Lon Po Po. Let’s look at some illustrations of that wolf to remember how Ed Young, the author and illustrator, made us feel about the wolf.</i></p>

	<p>Show the book's cover. <i>On the cover, the illustration gives me a spooky feeling because the eyes are bright white—almost like a ghost's eyes!</i></p> <p>Show page 5. <i>What feeling does this illustration give you? Why does the image give you that feeling?</i></p> <p>Harvest a few ideas and prompt as needed.</p> <p>Show page 7. <i>Again, on this page, this dark shadow of a leaping wolf makes me feel like wolves are really scary!</i></p> <p>Introduce <i>Wolves</i> and set a purpose for the lesson. <i>Today we will start an informational book about wolves. On the cover of this book, I see a photograph of a wolf. This helps me know that it's not a fictional story like Lon Po Po, it's an informational text.</i></p> <p><i>Authors write books for different purposes—or for different reasons. Ed Young wrote Lon Po Po because he wanted us to enjoy a story—a story that was a little scary and suspenseful at some points. Today we're going to closely read one page from this new book in order to understand what Seymour Simon wants us to think and feel about wolves and we'll learn why he wrote his book.</i></p>
<p>Text and Discussion 8 minutes</p> <p>page 2</p>	<p>Display the two-page spread at the beginning of the text. <i>Here I see that Seymour Simon decided to start this book with a big photograph of a wolf. From the photograph I can tell that the wolf lives in a snowy place. The color of the wolf's fur is almost camouflaged in the snow, so interesting. He doesn't look scary like the wolf in Lon Po Po at all!</i></p>
<p>page 5</p>	<p>Define vocabulary before reading. <i>Before we begin reading, I want to teach you a word. The word is eerie. Say "eerie." Eerie means scary or spooky. The wolf in the story of Lon Po Po was definitely eerie.</i></p> <p>Pause after reading the first paragraph. <i>The author didn't just use the word eerie, he also said wolves in stories, like Lon Po Po and Little Red Riding Hood, are sly and evil! Sly means sneaky. What's he telling us about wolf characters in stories?</i></p> <p>Harvest a few responses, then model thinking as needed (sample response: He's telling us that stories about wolves make us think that wolves are really bad creatures.)</p>

	<p><i>Do you know any other stories with wolves? What did the wolves act like in those stories?</i></p> <p>Elicit a few responses.</p>
<p>page 5 continued</p>	<p>Read the 2nd paragraph once through.</p> <p>After <i>savage</i> and <i>destructive</i>, insert the word <i>violent</i> as a quick synonym.</p> <p>Closely reread focus sentences and analyze key details. <i>Seymour Simon asks, are wolves really violent, “Or are they one of nature’s most misunderstood creatures? It is possible that people don’t like wolves because they don’t know very much about them.”</i></p> <p><i>What do you think he means that wolves are misunderstood?</i></p> <p>Harvest a few ideas and prompt with scaffolded questions as needed.</p> <p><i>Yes, misunderstood means not understood, or not known well. So Seymour Simon thinks we don’t really know much about the real facts about wolves—we just have all these made up ideas from stories! Let’s reread the next sentence.</i></p>
<p>page 5 continued</p>	<p>Closely reread the focus sentence and analyze key details. <i>He says, “For example, there is no record”—nothing ever written down—“of a healthy wolf ever trying to kill a human in North America,” the part of the world that we live in.</i></p> <p><i>So what does Seymour Simon mean here—what is he telling us? Can you tell us in your own words?</i></p> <p>Harvest a few ideas and prompt with scaffolded questions as needed.</p> <p>Closely reread the last sentence and clarify key details. <i>Fables are like folktales, similar to Lon Po Po and Little Red Riding Hood. What do you think Seymour Simon is telling us here?</i></p> <p>Harvest a few ideas and prompt as needed. [sample response: Seymour Simon is telling us that there is a difference between made up wolves in stories, and real wolves—the ones in nature.]</p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>Seymour Simon is making me think that wolves must be pretty interesting.</i></p> <p>Invite children to Think, Pair, Share.</p> <p><i>Why do you think Seymour Simon wrote this informational book about wolves? What were his reasons for writing this book?</i></p> <p>[sample responses: Seymour Simon wants us to learn real information about wolves and how they act in nature. He doesn’t want us to think wolves are just scary and harmful.]</p>

	Encourage children to reference details from the text to support their ideas.														
Closing	<i>Tomorrow we'll look at the photographs in this text to begin learning about real wolves!</i>														
Standards	<p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.10.K With prompting and support, identify the reasons an author or character gives support to points in a text.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>														
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>What do children understand about the key details from the text?</p> <p>How do children make sense of words and phrases?</p> <p>How do children describe the author's purpose?</p>														
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Writing & Drawing	Children write information books about wolves.														

Notes:



WEEK 9 Day 2

Read Aloud
Wolves
 Read 2 of 3, Pages 4-14

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.								
Unit Question	How do animals grow and change over time?								
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?								
Content Objective	I can begin to research wolves by asking and answering questions about key details in photographs of wolves. (R.4.K, R.11.K.a, R.11.K.c)								
Language Objective	I can ask questions about wolves using question words. (SL.2.K.a, L.1.K.c)								
Vocabulary	research: to find out about a topic								
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wolves</i>, Seymour Simon ● <i>Wolves</i> slides ● markers ● chart paper <p>Prepare the following KWLM chart. Note: The W captures questions asked prior to and during reading, the M captures questions on the topic remaining after the multi-day read</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="4">Wolves</th> </tr> <tr> <td style="width: 25%;">K What we <u>k</u>now</td> <td style="width: 25%;">W What we <u>w</u>onder</td> <td style="width: 25%;">L What we've <u>l</u>earned</td> <td style="width: 25%;">M What we want to know <u>m</u>ore</td> </tr> </table>	Wolves				K What we <u>k</u> now	W What we <u>w</u> onder	L What we've <u>l</u> earned	M What we want to know <u>m</u> ore
Wolves									
K What we <u>k</u> now	W What we <u>w</u> onder	L What we've <u>l</u> earned	M What we want to know <u>m</u> ore						

	<div data-bbox="483 149 1370 394" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">about</td> </tr> </table> </div> <p>On the whiteboard, write: what, how, why, when, where</p>				about
			about		
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Yesterday we decided that Seymour Simon wrote this book in order to teach us real information about wolves. We will not read the rest of the words in this book; instead we will use the photographs from the book to begin researching wolves—or find out more about them.</i></p> <p><i>The photographs will help us think about what we think we know about wolves, and will also inspire us to ask questions. Today we will record what we know and want to know about wolves in this chart</i></p> <p>Refer to KWLM chart.</p>				
<p>Text and Discussion 12 minutes</p> <p>Slide 2</p>	<p>Model.</p> <p><i>I will show you how I use a photograph to think about what I know and want to know about wolves. First I look very closely.</i></p> <p><i>I see the snow here is pretty deep—it goes halfway up the wolf’s leg! That makes me think that wolves live in cold places where it snows a lot. I’m going to write that on the chart.</i></p> <p>Record in K column.</p> <p><i>I also see that the wolf looks like he is howling. This makes me wonder: Why do wolves howl?</i></p> <p>Record in W column.</p> <p><i>Remember, when we ask questions about these photographs, we use question words like “why,” “how” or “what.” Which question word did I use?</i></p> <p>Refer to words on the whiteboard.</p> <p><i>That’s right—I used “why.”</i></p> <p><i>What questions do you have about wolves and their howling?</i></p> <p>Harvest a few ideas and choose 1-2 to chart.</p> <p><i>What questions do you have about wolves and snow?</i></p> <p>Harvest a few ideas and choose 1-2 to chart by adding student initials after their comment.</p>				

<p>slide 3</p>	<p><i>Now let's try to do the same thing with this photograph. First, let's practice observing.</i></p> <p><i>What do you see in the photograph?</i> Encourage children to be specific and descriptive.</p> <p><i>Now, based on what you saw, what do you think you know about wolves?</i> Harvest a few ideas and chart 1-2 ideas with children's initials in the K column. [sample responses: Wolf pups sleep cuddled together, with their eyes closed. Wolves like to be in groups.]</p> <p><i>What does the photograph make you wonder?</i> Harvest a few ideas and chart 1-2 ideas with student initials in the W column. [Sample responses: When do wolves sleep? Why do wolf pups like being in a group? What's a group of wolf pups called?]</p>
<p>slide 4</p>	<p>Invite children to Turn and Talk. <i>What do you see in the photograph?</i></p> <p>Invite children back into the group. <i>Now, based on what you saw, what do you think you know about wolves?</i></p> <p>Chart 1-2 ideas with children's initials in the K column. [Sample responses: Not all wolves look the same. Some wolves are reddish brown; some are black. Wolves run fast. Wolves hunt.]</p> <p>Invite children to Turn and Talk. <i>What does the photograph make you wonder?</i></p> <p>Chart 1-2 ideas with children's initials in the W column. [Sample responses: What are the different kinds of wolves called? Why do wolves run fast?]</p>
<p>slide 5</p>	<p>Invite children to observe the image, then invite them to share their knowledge and wonderings as they did with previous photographs.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Review the "Know" column by reading children's ideas. <i>Does anyone want to add anything to this column; is there anything else you think you know about wolves?</i> Elicit and chart 1-2 more ideas with children's initials.</p> <p>Review the "Want to know" column by reading children's ideas. <i>Does anyone want to add anything to this column—is there anything else you want to know?</i> Elicit and chart 1-2 more ideas with children's initials.</p>

Closing 1 minute	<i>Tomorrow we'll have a chance to continue this same type of research about wolves.</i>															
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p>															
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>What observations do children make?</p> <p>What background knowledge do children bring about wolves?</p> <p>How do children formulate questions? What success and challenges do they have with generating questions?</p>															
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Notes



WEEK 9 Day 3

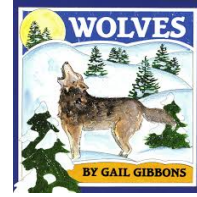
Read Aloud
Wolves
 Read 3 of 3

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can begin to research wolves by asking and answering questions about key details in photographs of wolves. (R.4.K, R.11.K.a, R.11.K.c)
Language Objective	I can ask questions about wolves using question words. (SL.2.K.a, L.1.K.c)
Vocabulary	research: to study, or investigate a topic in order to learn about it; to get information
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wolves</i>, Seymour Simon ● <i>Wolves</i> slides ● markers ● Wolves KWLM chart, from Day 2 <p>On the whiteboard, write: what, how, why, when, where</p>
Opening 1 minute	<p>Review the text and set a purpose for the lesson.</p> <p><i>Yesterday we began to research wolves by looking closely at photographs in the book <i>Wolves</i> by Seymour Simon. Today, we will continue using photographs to consider what we are learning about wolves, and to ask more questions about wolves. Remember, that when we ask a question we'll use one of these question words on the board.</i></p>

<p>Text and Discussion 12 minutes</p> <p>slide 6</p>	<p><i>Let's first look closely at the image and make observations.</i></p> <p><i>What do you see?</i> Harvest several responses, then model observations as needed. [sample responses: I see the wolf has its mouth on what looks like an antler. I'm not sure what kind of animal that is, but I know it's an animal with an antler. This makes me think that wolves eat other animals.]</p> <p><i>What do your noticings make you think you know about wolves?</i> Harvest a few ideas and chart 1-2 ideas with children's initials in the K column.</p> <p><i>What does the photograph make you wonder?</i> Harvest several responses and chart 1-2 in the W column. Model questioning as needed. [sample responses: What kind of animals do wolves eat? I'm also wondering why the wolf is chewing the antler, because I know that antlers are hard, not soft like meat. So I'm going to write, Why do wolves chew antlers?]</p>
<p>slide 7</p>	<p>Invite children to observe the image, then invite them to share their knowledge and wonderings as they did with previous photographs.</p>
<p>slide 8</p>	<p>Invite children to observe the image, then invite them to share their knowledge and wonderings as they did with previous photographs.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>Based on all the images we've seen, what are you hoping to learn about wolves when we begin reading a new text tomorrow?</i></p> <p>During the share, add any new wonderings to the "Want to Know" column. Review the "More About" column by reading newly added ideas.</p> <p>Review the "Know" column by reading out the list of ideas. <i>Does anyone want to add anything to this column—is there anything else you think you know about wolves?</i> Elicit and chart 1-2 more ideas with children;s initials.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll begin a new informational book about wolves by an author who also wrote about owls, Gail Gibbons!</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

	<p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what where, when, how)</p>														
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>What observations do children make?</p> <p>What background knowledge do children bring about wolves?</p> <p>How do children formulate questions? What success and challenges do they have with generating questions?</p>														
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Discovery Table	Children explore snow or ice.														
Writing & Drawing	Children write information books about wolves.														

Notes



WEEK 9 Day 4

Read Aloud
Wolves
 Read 1 of 5, Pages 1-9

Big Idea	Animals need food, water, and air to survive.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do animals need to survive?
Content Objectives	<p>I can retell key details from an informational text in order to learn about wolves. (R.5.K.a, R.5.K.b)</p> <p>I can explain how illustrations clarify the meaning of key details. (R.11.K.a, R.11.K.c, SL.1.K.a)</p>
Language Objective	I can use the text and illustrations to determine the meaning of unfamiliar vocabulary. (L.4.K)
Vocabulary	<p>pack: a group of wolves</p> <p>territory: an area of land</p> <p>warn: to let someone know about possible danger</p> <p>whimper: a soft quiet cry</p> <p>communicate: to share ideas or tell information</p> <p>mate: to come together to make babies</p> <p>litter: a group of animals born to a mother at one time</p> <p>roam: to move around over a large area</p> <p>extinction: when a species of animal no longer exists</p> <p>cruel: very mean</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Wolves</i>, Gail Gibbons <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Once, long ago...” “It is a snowy...”</p>

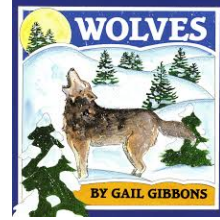
	<ul style="list-style-type: none"> ● <i>Wolves</i> vocabulary cards ● sticky notes ● marker ● <i>Wolves</i> KWLM chart, from Day 2 <p>Note that charting in the L column will happen after the lesson, without children present.</p> <p>On the whiteboard, write: How do wolves' bodies help them survive?</p>
<p>Opening 1 minute</p>	<p><i>Yesterday we looked closely at photographs of wolves and thought about what we know and want to know about wolves.</i></p> <p>Introduce the text and set a purpose for the read. <i>We will read this book, <i>Wolves</i>, by Gail Gibbons, who also wrote and illustrated the book <i>Owls</i>. Just like in her other books, Gail Gibbons uses drawings to provide information, instead of photographs like Seymour Simon.</i></p> <p><i>Today we're going to use the illustrations and the words in the text to continue our research. We will learn important information about where wolves live and how wolves' bodies help them survive in those places.</i></p> <p><i>Remember, to survive means to stay alive and get your basic needs like food, shelter and water.</i></p> <p>Refer to the question on the board. <i>If you hear and see information that helps us answer the question, How do wolves' bodies help them survive?, put a thumb up!</i></p> <p>Refer to KWLM chart. <i>We'll mark the information in the book with sticky notes and then later I can write our learning on our chart in the "Learned" column.</i></p>
<p>Text and Discussion 12 minutes page 2</p>	<p>Put up a thumb to model the process for children. <i>I'm putting up my thumb because I think we just learned something about how wolves' bodies help them survive! They have different colored fur depending on where they live. This makes me wonder if wolves can camouflage in their habitats. How might the color of their fur help wolves survive?</i></p> <p>Harvest a few ideas and model thinking as needed.</p> <p><i>I also wonder why some wolves don't exist, or aren't alive, anymore. Maybe Gail Gibbons will teach us later in the book.</i></p>

<p>page 5</p>	<p>Define vocabulary after reading the page. <i>The text says that people hunted them and took over much of their territory. What do you think territory means?</i></p> <p>Harvest a few ideas and prompt as needed by highlighting context clues in the text. <i>That's right, territory is an area of land.</i></p> <p>Display the map illustration. <i>This illustrated map of the world has a key that shows how to read the information. This light green shows us where wolves used to live, and the dark green shows us where they live now. Places in the northern part of the world, like the places in dark green here, have cold winters.</i></p> <p><i>The illustration helps us learn that wolves live in cold northern places.</i></p>
<p>page 7</p>	<p><i>I see some friends with thumbs up! Why are your thumbs up?</i></p> <p>Harvest responses, and prompt as needed for children to identify that wolves have really long legs that help them run fast and stand in snow in cold places. <i>Let's put a sticky note here to remember to write down that wolves have long legs.</i></p>
<p>page 8</p>	<p><i>As I'm reading this page, I want you to look at the illustration for support.</i></p> <p><i>I see lots of thumbs! What information did you learn?</i></p> <p>Harvest ideas and prompt children to refer to the illustration. Refer to the vocabulary card for the word carnivore, as needed.</p> <p><i>Here I see a diagram of a wolf's skull—the bones that make its head. What does this diagram teach us?</i></p> <p>Harvest ideas and prompt children by rereading the diagram labels.</p> <p>Mark the text with a sticky note and record children's initials so that initials can be recorded next to "Learned" comments on the chart later.</p>
<p>page 9</p>	<p><i>Gail Gibbons used the word roam. She wrote, "When wolves roam, they leave big paw prints behind."</i></p> <p>Invite children to Turn and Talk. <i>Look at the illustration. What do you think roam means? What makes you think that?</i></p> <p>After children engage in partner talk, use the vocabulary card to provide a definition.</p>

	<p><i>As I'm reading this page, I want you to look at the illustration for support.</i></p> <p><i>I see lots of thumbs! What information did you learn about wolves' bodies?</i></p> <p>Harvest ideas and prompt children to refer to the illustration.</p> <p><i>Here I see a close-up of a wolf's front and back paws. I notice that the front paw is a bit bigger than the back paw. I wonder how that helps the wolf.</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share: <i>We learned some important information today about wolves' bodies. What are some ways wolves' bodies help them survive?</i></p> <p>Support children's retelling by showing key illustrations as needed.</p> <p>Gather children in the whole group. <i>How did the illustrations in the text help you learn new information?</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue learning about what helps wolves survive.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children retell key details from the text?</p> <p>Do children demonstrate an understanding of the concept of survival?</p> <p>Do children use clues from text and illustrations to determine the meaning of new vocabulary?</p> <p>How do children use the illustrations to support comprehension?</p>
<p>Center Activities</p>	

	Art Table	Children create wolf habitat dioramas.
	Art Easel	Children create paintings inspired by wolves.
	Blocks	Children create wolf habitats.
	Dramatization	Children create a wolf den and act like a wolf pack.
	Library & Listening	Children research wolves.
	Discovery Table	Children explore snow or ice.
	Writing & Drawing	Children write information books about wolves.

Notes



WEEK 9 Day 5

Read Aloud
Wolves
 Read 2 of 5, Pages 10-15

Big Ideas	Animals need food, water, and air to survive. Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do animals need to survive? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Content Objective	I can retell key details from an informational text in order to learn about wolves. (R.5.K.a, R.5.K.b) I can explain why living in a pack helps wolves survive. (R.6.K.a, R.6.K.b)
Language Objective	I can follow routines and build off my peer’s ideas in a group discussion about a text. (SL.1.K.a, SL.1.K.b)
Vocabulary	pack: a group of wolves territory: an area of land warn: to let someone know about possible danger whimper: a soft quiet cry communicate: to share ideas or tell information mate: to come together to make babies litter: a group of animals born to a mother at one time roam: to move around over a large area extinction: when a species of animal no longer exists cruel: very mean

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Wolves</i>, Gail Gibbons ● <i>Wolves</i> (Gibbons) vocabulary cards ● <i>Wolves</i>, Seymour Simon ● sticky notes ● Wolves KWLM chart, from Day 2 Add learning from Day 4 along with children’s initials to the L column. ● Sentence Frames for Discussion Chart from Week 2, Day 3 <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Sentence Frames for Discussion</p> <p>I think ____ because (in the book) ____.</p> <p>I agree with you about ____, and I also think ____.</p> <p>I disagree with you about ____, because I think ____.</p> </div> <ul style="list-style-type: none"> ● Unit Question Chart <p>On the whiteboard, write: How does living in a pack help wolves survive? What could happen if wolves didn’t live in a pack?</p>
<p>Opening 1 minute</p>	<p><i>Yesterday, we began reading Gail Gibbons’ book, Wolves, and thought about how wolves’ bodies help them survive. I recorded some of the information we learned.</i></p> <p>Show the KWLM chart.</p> <p>Introduce the text and set a purpose. <i>Today we will learn about how living in a pack helps wolves survive. When we notice important information about packs we’ll mark the page with a sticky note to remind us to go back to that information later when we add to our KWLM chart.</i></p> <p><i>Today after we read, we’ll have a discussion about these questions.</i></p> <p>Refer to the whiteboard. <i>How does living in a pack help wolves survive? What could happen if wolves didn’t live in a pack? We will listen to each other in the discussion and use some discussion prompts, or sentence starters, to respond to each other’s ideas.</i></p> <p>Refer to the discussion chart.</p>
<p>Text and Discussion</p>	<p>Read the page. Use the vocabulary =cards to support comprehension of the words territory and warn.</p>

<p>12 minutes</p> <p>page 10</p>	<p>Model retelling key details.</p> <p><i>Readers and researchers think about what they've learned as they're reading. I learned that a wolf pack can have as few as 3 wolves in it, or as many as 20 wolves! I also learned that the packs live in territories, or areas of land, just for that pack.</i></p> <p>Mark the illustration with a sticky note.</p> <p><i>How do the wolves mark their territory? There's a clue in the illustration!</i></p> <p>Harvest a few ideas and prompt children as needed by rereading. Mark the illustration with a sticky note.</p>
<p>page 11</p>	<p><i>What is an alpha wolf?</i></p> <p>Harvest ideas and prompt children as needed by rereading.</p> <p>Show image from <i>Wolves</i> (Simon).</p> <p><i>I remember we saw a photograph of a wolf lying on it's back in the Seymour Simon book and licking another wolf's face. Now I know that it's licking the alpha wolf! Let's put a sticky note on this page so we remember this important information about alpha wolves.</i></p>
<p>page 12</p>	<p><i>This page had some really important information about living in a pack. I'm going to read this page again.</i></p> <p>Invite children to Think, Pair, Share.</p> <p><i>What did you learn on this page about the pack?</i></p> <p>During the share, highlight children's ideas about hunting in a pack and survival. Mark the page with a sticky note.</p>
<p>page 13</p>	<p><i>Yesterday, we read yesterday that wolves have long legs. Now I know those legs help them survive by helping them run really fast and long distances to catch their prey!</i></p> <p>Read to the end of page 15.</p>
<p>Key Discussion and Activity</p> <p>6 minutes</p>	<p>Invite children to sit in a circle. Have a whole group discussion using the Sentence Frames for Discussion Chart.</p> <p><i>How does living in a pack help wolves survive? What could happen if wolves didn't live in a pack? We're going to use our discussion starters to grow ideas together.</i></p> <p><i>You can use the silent signals to respond to what friends say in the discussion. If someone says something you agree with, you can do this [show a hand signal such as the "me too" signal or thumbs up]</i></p>

	<p><i>and can raise your hand if you want to add more. If someone says something you disagree with or if you have a different idea, you can do this [show a hand signal such as thumbs down] and raise your hand to share your thinking.</i></p>										
<p>Closing 1 minute</p>	<p><i>We'll continue researching wolves and have a chance to add some of the learning we marked with sticky notes to our KWLM chart.</i></p>										
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: How do animals grow and change over time?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: wolves' bodies grow to have structures that help them survive; baby wolves are called pups.</p>										
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.K.1.a. Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>										
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share.</p> <ul style="list-style-type: none"> • What key details do children retell from the text? • How do children use the illustrations to support comprehension? • How do children follow the whole group discussion routines? 										
<p>Center Activities</p>	<table border="1"> <tr> <td>Art Table</td> <td>Children create wolf habitat dioramas.</td> </tr> <tr> <td>Art Easel</td> <td>Children create paintings inspired by wolves.</td> </tr> <tr> <td>Blocks</td> <td>Children create wolf habitats.</td> </tr> <tr> <td>Dramatization</td> <td>Children create a wolf den and act like a wolf pack.</td> </tr> <tr> <td>Library &</td> <td>Children research wolves.</td> </tr> </table>	Art Table	Children create wolf habitat dioramas.	Art Easel	Children create paintings inspired by wolves.	Blocks	Children create wolf habitats.	Dramatization	Children create a wolf den and act like a wolf pack.	Library &	Children research wolves.
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	Listening	
	Discovery Table	Children explore snow or ice.
	Writing & Drawing	Children write information books about wolves.

Notes

WEEK 9 Day 1



Art Studio: Wolf Dioramas 2

Children continue to create their dioramas

Big Ideas	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
Guiding Question	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Vocabulary	<p>diorama: a three-dimensional model representing a scene or a place</p> <p>feature: part of something that makes it different from something else</p> <p>base: the bottom part of a structure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s diorama plans, from Week 8 ● list of habitat features, from Week 8 ● images of wolf habitats (some provided) ● slides of wolf habitats ● books and other resources about wolves and wolf habitats ● boxes of various sizes and/or pieces of cardboard (See Note below.) ● recycled, natural, and other found materials (Beautiful Stuff) ● paper of various sizes, colors, and textures ● glue and tape ● scissors ● drawing tools, such as pencils and erasers, colored pencils, thin markers, and crayons ● pastels ● tempera and/or watercolor paints, brushes, and water cups <p>Organize the materials so that children can access them as needed: paper and drawing tools for continuing to make plans; boxes and bases for defining the habitats; pastels and paints for coloring backgrounds; Beautiful Stuff for three-dimensional features and details. Make sure children have</p>

	<p>ample space to work.</p> <p>Notes: Children may work in pairs or small groups on smaller dioramas, or on one large class diorama. Collect materials accordingly. This project will unfold over a few days; it may be helpful to break up the Intro to Centers into sections to guide the pace and phases of the project.</p>
<p>Intro to centers</p>	<p><i>This week in the Art Studio you are going to continue working on wolf dioramas. Some of you started drawing your plans last week.</i></p> <p>Share a couple of plans. <i>What do you notice?</i></p> <p>Harvest a couple of responses. <i>We are learning more facts about wolves' habitats that you might want to include as features of your diorama.</i></p> <p>Point out some specific features children included in their plans. Refer to and modify the list of features made on chart paper in Week 8.</p> <p><i>You could make one large diorama all together, or you could work in pairs or small groups on smaller dioramas. Which do you think will be best?</i></p> <p>Facilitate a conversation about what size group they would like to work in. Ask children to articulate what they might gain from working all together or in smaller groups. As needed, steer the group in the direction that seems most appropriate for the classroom community.</p> <p><i>Let's take a look at the materials we have and the steps you'll need to follow for making your diorama(s).</i></p> <p>Show the available materials for each stage of creating the diorama(s)—bases, background colors, and three-dimensional features. Consider the various and particular possibilities for communicating information about features in wolves' habitats. Refer to the class list of features and images of habitats to consider which materials might be most useful.</p> <p><i>It sounds like we have decided to _____ [work in small groups/work all together]. Let's see who will begin today.</i></p> <p>Restate the plan of the group, and perhaps name children who will begin the process.</p>
<p>During centers</p>	<p>Children will construct dioramas in a series of steps. Pace the stages of developing the diorama(s) through materials selection and then adding two- and then three-dimensional features. Refer children to the group plans and to images, books, and other resources. Encourage children to work intentionally and to consult each other. Be sure to make time and space for groups to work cohesively.</p>



Art Easel: Inspired by Wolves 2

Building on the previous week, children create works of art with various media.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What more do you want to learn about animals and their habitats? How and where can you find this information?
Vocabulary	<p>sketch: a quick drawing that gives an idea of a more finished picture</p> <p>representation: a picture or model that shows what something is like</p> <p>abstract: relating to an idea, rather than to an actual object, person, or place</p> <p>medium: the material used by an artist</p>
Materials and Preparation	<ul style="list-style-type: none"> ● 2-3 children’s paintings from the previous week ● <i>Lon Po Po</i>, Ed Young ● <i>Wolves</i>, Seymour Simon; <i>Wolves</i>, Gail Gibbons; other informational books about wolves ● Wolf Painting Images, from Week 8 ● tempera paint of various colors, including black and white ● painting paper or other thick paper ● brushes, various sizes ● paint cups and additional containers for mixing paint ● pencils and erasers ● thin black markers ● pastels ● sponges ● cotton balls ● Q-tips <p style="margin-top: 10px;">Organize the materials at or near the easel. Set up the paint so that the children can mix the colors. Display the books and images nearby.</p>

<p>Intro to Centers</p>	<p><i>Last week you painted wolves. Let's take a look at some of your work. What do you notice?</i></p> <p>Harvest children's observations.</p> <p>Hold up a couple of the images, one that is painted and one that is made in a different medium. For each one, invite children to look carefully and to consider what media and tools the artist may have used.</p> <p><i>This week you can continue your paintings of wolves. You can also work in some other media.</i></p> <p>Show the children the newly added materials.</p> <p><i>I wonder what kinds of wolves you will create this week!</i></p>
<p>During Centers</p>	<p>Inspired by images and books about wolves, children use varied media to create wolves. Talk with children about the media, colors, and tools they choose to use, and why they make those decisions. Notice what media children are drawn to. Encourage children to confer and collaborate with their peers.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What media will use to represent the wolves? Why do you think this is the best medium to communicate your idea? ● What will you include in your artwork? ● What do you hope your artwork communicates? ● What inspires you? What is inspiring about that? ● Tell me the story inside your artwork. ● How is this medium different from _____?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

Notes



WEEK 9 Day 2

Blocks: Wolf Habitats

Using images and books as reference, children construct habitats for wolves.

Big Idea	Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.
Guiding Questions	How do animals form communities, work together, and use and adapt to their environment, and how is this experience similar and different to what people do?
Vocabulary	<p>habitat: a place where animals live</p> <p>characteristic: an identifying quality or trait of a person or animal</p> <p>protect: to keep safe from harm</p> <p>shelter: a place giving protection from bad weather or danger</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and marker Title the chart paper "Wolf Habitats." ● <i>Wolves</i>, Seymour Simon ● Additional texts including images and information about wolf habitats specifically and woodlands in general ● Wolf Habitat slides, from the Art Table ● laptop and projector Select one image to project on the wall of the Block Center. Alternatively, display a printed image. ● informational books depicting woodland habitats ● paper, cut or torn into eighths ● clipboards ● writing tools ● wolf figurines, purchased or child-made ● other various materials, driven by children's ideas (e.g., empty box to create den)
Intro to Centers	<i>You are becoming experts at building habitats in the Block Center. There is one animal we have been learning about that you haven't</i>

	<p><i>built habitats for—wolves! What do you remember about wolves and their habitats?</i></p> <p>Invite children to turn and talk to share characteristics about wolves and their behaviors and habitats.</p> <p><i>Let's do a picture walk through Seymour Simon's Wolves to remember what kind of habitat this animal needs. We'll make a list of our ideas.</i></p> <p>Flip through the book, drawing attention to the water, food, and shelter that wolves need, along with other features that might be included in the habitat. Write the children's ideas on chart paper.</p> <p><i>We'll put this list in the Blocks Center for you to reference. Also, there are new images [or projected images] in Blocks to inspire you. There are also more books about woodland habitats, so you can do more research and get new ideas.</i></p> <p>Show other reference materials.</p> <p><i>When you are finished constructing for the day, use the paper and pencils to make signs that tell other people about the important parts of your habitat.</i></p>
During Centers	<p>Children construct habitats using blocks and other materials, collaboratively or independently. Encourage children to add written elements to their work (signs and/or labels) and to document their work through drawing or photographs.</p> <p>Collect children's sketches in a binder for other children to reference.</p> <p>Invite children to construct wolf figurines in the Art Studio that can be used in the Blocks Center. Wolf figurines can be made from Beautiful Stuff, paper, or clay.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice in the picture that helps you design the habitat? ● What types of blocks will you use to construct a habitat? ● What additional materials will you add to the structure? ● What are wolves like? What do they need to be healthy? ● How can you represent those things using blocks or other materials? ● How is this woodland habitat different from other habitats we have studied? What is the same?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p>

	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p>
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Notes

Wolf Habitat Images



<http://wolffacts.org/where-do-wolves-live.html>

Centers U2 W9 Wolf Habitat images

Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Dept of Education



<http://www.angelfire.com/ca5/magic1/Habitat.html>

Centers U2 W9 Wolf Habitat images

Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Dept of Education



<https://www.gailshumway.com/gallery/plog-content/images/my-collection/mammals/tundra-wolf-2.jpg>

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Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Dept of Education



Dramatization: Acting Like a Pack of Wolves

Children add a den to Dramatization. They use developing content knowledge to dramatize a pack of wolves.

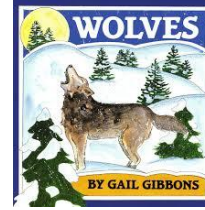
Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Guiding Question	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Vocabulary	pack: a group of wild animals, especially wolves, living and hunting together
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wolves</i>, Seymour Simon Flag a page that depicts a wolf pack. ● <i>Wolves</i>, Gail Gibbons Flag the page that depicts the wolf’s den. ● chart paper and markers Title the chart paper Wolf Den. ● materials need to create a den, based on children's ideas (e.g., large cardboard box, a blanket over a table, grey chart paper, brown packaging paper, packaging tape, etc.) <p>In addition to building a den, children might create additional props. Ensure the Art Studio and Writing and Drawing Center are well stocked with materials.</p>
Intro to Centers	<p><i>This week in the Dramatization Center, you can pretend to be wolves. In order to do so, you must first add an important part of a wolf’s habitat: a den.</i></p> <p>Show the illustration of a wolf’s den in <i>Wolves</i> (Gibbons). <i>Let’s think for a moment. How might we create a den in our woodland? What materials might we need?</i></p>

	<p>Provide a moment of quiet thinking time. Then invite children to turn and talk.</p> <p><i>Let's share some of our ideas with the whole group. As you listen to other's ideas, show the "me too" signal if you have a similar idea.</i></p> <p>Model the "me too" signal. On the chart paper titled Wolf Den, write down children's ideas, including needed materials.</p> <p>Facilitate a process to bring the group to consensus about how to build the den. It might be helpful to combine ideas.</p> <p><i>This week, when you visit the Dramatization Center, you will start by building the wolves' den. It might take a couple of days to do this, before the center is ready for acting out.</i></p> <p>Name the materials children have identified and any processes their ideas suggest.</p> <p><i>After the den is built, you can use the Center to act like a wolf who is part of a pack! Let's think about what we know about wolves and their packs.</i></p> <p>Show the wolf pack photograph from <i>Wolves</i> (Simon) to provoke children's thinking. Invite a couple of children to share what they know about wolf packs.</p> <p><i>What ideas do you have for moving like a wolf? How will you pretend you are part of a wolf pack?</i></p> <p>Invite a couple of children to share their ideas and/or model for the whole group.</p>
<p>During Centers</p>	<p>First, children add a den to the established woodland space. Allow children to fully participate in this process, including trial and error and negotiation. For instance, they may begin with one box and find that they need a larger one, or that they can crinkle paper around the den to give it a certain effect.</p> <p>Then, children dramatize wolves and their packs. Encourage them to access their new knowledge to inform their play and interactions. Encourage children to discuss their ideas.</p> <p>Children may mix fantastical thinking with factual information about wolves (e.g., pretending that the wolf pack finds the three little pigs and blows their house down). Accept their ideas. Facilitate conversations to learn more about children's ideas and misconceptions. Ask questions to push their thinking.</p> <p>When it appears that props could be added to good effect, encourage children to think about materials they might use, and direct them to</p>

	appropriate spaces to create these props (making models of prey in the Art Studio; making labels in the Writing and Drawing Center).
Facilitation	<ul style="list-style-type: none"> ● What other materials do you need to create the den? ● How will you move your body like a wolf? ● Why are packs important to wolves? How do you fit in? ● How is the alpha male and alpha female important? ● How do members of a pack protect each other? ● Do you think there are similarities between wolves and humans? How are we the same? How are we different?
Standards	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>(Boston) SEL.Relationship Skills: Teamwork</p> <p>(Boston) SEL.Relationship Skills: Collaborative problem-solving</p>

Notes	
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WEEK 9 Day 2



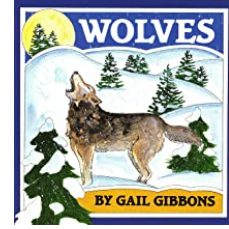
Library & Listening: Researching Wolves

Children use various texts to gather information about wolves

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What more do you want to learn about animals and their habitats? How and where can you find this information?
Vocabulary	<p>research: to find out about a topic</p> <p>information: facts</p> <p>habitat: a place where animals live</p> <p>text: a book or other written material</p> <p>discover: to find something new</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Unit and other informational texts about wolves ● sticky notes ● writing utensils ● paper ● clipboards ● technology for watching informational videos <p>Select one or more videos for children to watch and cue them up. Some examples include Fifty Wolves Howling!, Wolves Running Full Speed, Home is Where the Den Is.</p>
Intro to Centers	<p><i>We have been reading different books about wolves. Today in Library & Listening you can do your own research, as you did about owls.</i></p> <p>Show some of the gathered texts and indicate the technology for watching video.</p> <p><i>What more do you want to learn more about wolves?</i></p> <p>Harvest a few responses.</p>

	<p><i>When you find a page that is interesting, use one of these sticky notes to flag it. This way you will remember where you found the information.</i></p> <p>Model flagging a page that is interesting, if this reminder is helpful.</p> <p><i>Researchers also write and draw about the information they discover.</i></p>
During Centers	<p>Notice what children are interested in. Remind them to flag pages they find interesting. Encourage them to write and draw about what they discover. Engage children in conversation to share with each other new information they discover.</p>
Facilitation	<ul style="list-style-type: none"> ● What are you trying to find out about wolves? ● What is something you did not know that you discovered? ● What texts did you use? ● How are you recording your research?
Standards	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

Notes



WEEK 9 Day 4

Discovery: Snow or Ice

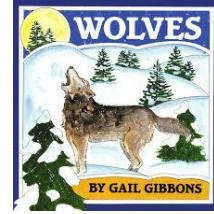
Children explore snow. If snow is unavailable, crushed ice can be used.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What more do you want to learn about animals and their habitats? How and where can you find this information?
Vocabulary	protect: to keep safe from harm shelter: a place giving protection from bad weather or danger
Materials and Preparation	<ul style="list-style-type: none"> ● snow, slush, crushed ice Place a good amount of the snow or ice in the Discovery Table. ● natural materials, such as pebbles or rocks, leaves, sticks and twigs (Those collected for the bird nests can be repurposed.) ● scoops, spoons, and/or cups ● non-fiction books including images of animals in winter, their habitats, and their shelters ● wolf/owl figurines, either store-bought or child-created ● gloves, plastic or rubber <p>Bring a small amount of snow/ice in a container along with some natural materials to the whole group meeting area.</p>
Intro to Centers	<p><i>We are learning about how wolves protect themselves in a cold environment. This week at the Discovery Table, you can investigate part of this environment: snow! What does snow feel like? What do you think will happen to this snow in the Discovery Table, in our warm classroom?</i></p> <p>Harvest a few responses.</p>

	<p><i>We also have some materials for constructing shelters, or homes, for animals that live in habitats where it snows. Shelters protect animals and help animals stay warm.</i></p> <p>Model using pebbles, branches, leaves to construct a shelter.</p> <p><i>Before you construct a shelter, you might want to reference some of these resources. They can provide ideas, information, and inspiration for building shelters.</i></p>
During Centers	<p>Children explore the properties of snow/ice using their hands, scoops, and other tools. Children sculpt and build with the snow/ice.</p> <p>They use natural materials to construct habitats for wolves and other animals. Challenge them to think about protection from cold and predators, and about care for young.</p> <p>Encourage children to notice what is happening as they work with the snow/ice in the warm classroom.</p> <p>Offer gloves for cold hands, if needed.</p>
Facilitation	<ul style="list-style-type: none"> ● How do animals stay warm when it is cold outside? ● Why do wolves need a shelter when it snows? ● What materials do animals use to build their shelter in the snow? Why? ● What do you notice about the snow/ice? How is it changing? Why do you think so? ● How do you think an animal's environment change as the snow changes?
Standards	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Notes

WEEK 9 Day 3



Writing & Drawing: Writing Information about Wolves

Children draw and write information about wolves.

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Guiding Questions	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What more do you want to learn about animals and their habitats? How and where can you find this information?</p>
Vocabulary	<p>fiction: literature that describes imaginary characters and events</p> <p>information: facts</p> <p>research: to find out about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● pencils and other writing and drawing tools ● writing paper with and without lines, cut in two sizes ● blank paper ● construction paper ● materials for making a class book ● collection of informational books featuring wolves ● images of wolves ● technology for watching informational videos <p>Select one or more videos for children to watch and cue them up. Some examples include Fifty Wolves Howling!, Wolves Running Full Speed, Home is Where the Den Is.</p> <p>Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.</p>

Intro to Centers	<p><i>Last week you were writing stories about wolves. Today you can begin writing information you have learned about them. Here are some books, images, and videos you could use to collect information and decide what you might include in your writing.</i></p> <p>Show some of these resources. <i>Share with a partner some facts about wolves you might include in your writing.</i></p> <p>Give children time to exchange ideas, and then harvest a few responses.</p> <p><i>You can choose to write on pages of paper, or to make a small book.</i></p> <p>Show the sample books.</p> <p><i>As always in Centers, you can collaborate with others on your writing, or you can work on your own.</i></p>
During Centers	<p>Support children’s thinking about what they want to communicate about wolves. Help them reference books and videos and sort information they find.</p> <p>Encourage children to collaborate, identify roles and productive exchange of ideas. Encourage all children to write some letters and/or words to communicate their ideas, and offer to scribe for children who would benefit.</p>
Facilitation	<ul style="list-style-type: none"> ● What facts do you know about wolves? ● What other information are you finding here? ● What else would you like to learn about wolves? ● How are you going to communicate this information about wolves? ● Do you prefer to write stories about animals or to write facts? Why?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Notes

WEEK 9 Days 1-2

Writing Explanation
Individual Construction

Content Objective	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
Language Objective	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
Vocabulary	<p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>revise: make changes to writing</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● statement of phenomenon, one for each child Print/copy and cut apart the statements of phenomenon for children to add to their explanations. ● writing tools ● children’s sheets: explanation picture and label sheets, life cycle ovals, and explanation sentences sheets ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 5, Day 1 ● life cycle cards, from Week 7, Day 2 ● Explanation Observation Tools, from Day 1
Opening 1 minute	<i>Yesterday you worked with your group to write a statement of phenomenon. I have prepared these for each of you to add to your explanations. Tomorrow you will provide feedback to each other about your explanations so that you can revise and publish your</i>

	<i>work next week. By the end of writing today, you should have all of the parts of your explanation written and taped onto your life cycle oval, so that you can share it with a partner for feedback.</i>
Individual Construction 28 minutes Continue on Day 2	<i>Now you will sit with your groups and continue your life cycle explanations.</i> Distribute statements of phenomenon. Send the children to write. As they work, circulate to support them and to take notes on the Explanation Observation Tools. Assist children in locating the best place for taping the statement of phenomenon to their life cycle sheets. In a couple of days, children will give each other feedback. Choose one child's work to model how to provide feedback, and check in with that child before presenting her work.
Closing 1 minute	<i>It's really exciting to see all of your work—you have learned so much about animals!</i>
Standards	W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
Ongoing assessment	Use the Explanation Observation Tool to review and take notes about children's work. Are children's illustrations and labels accurate? Are the life cycle stages in the correct order? How do children explain the changes between each stage of the life cycle? What do children understand about their animals' life cycles? What is still confusing? Do children use general nouns and present tense action verbs when speaking/writing?

Notes

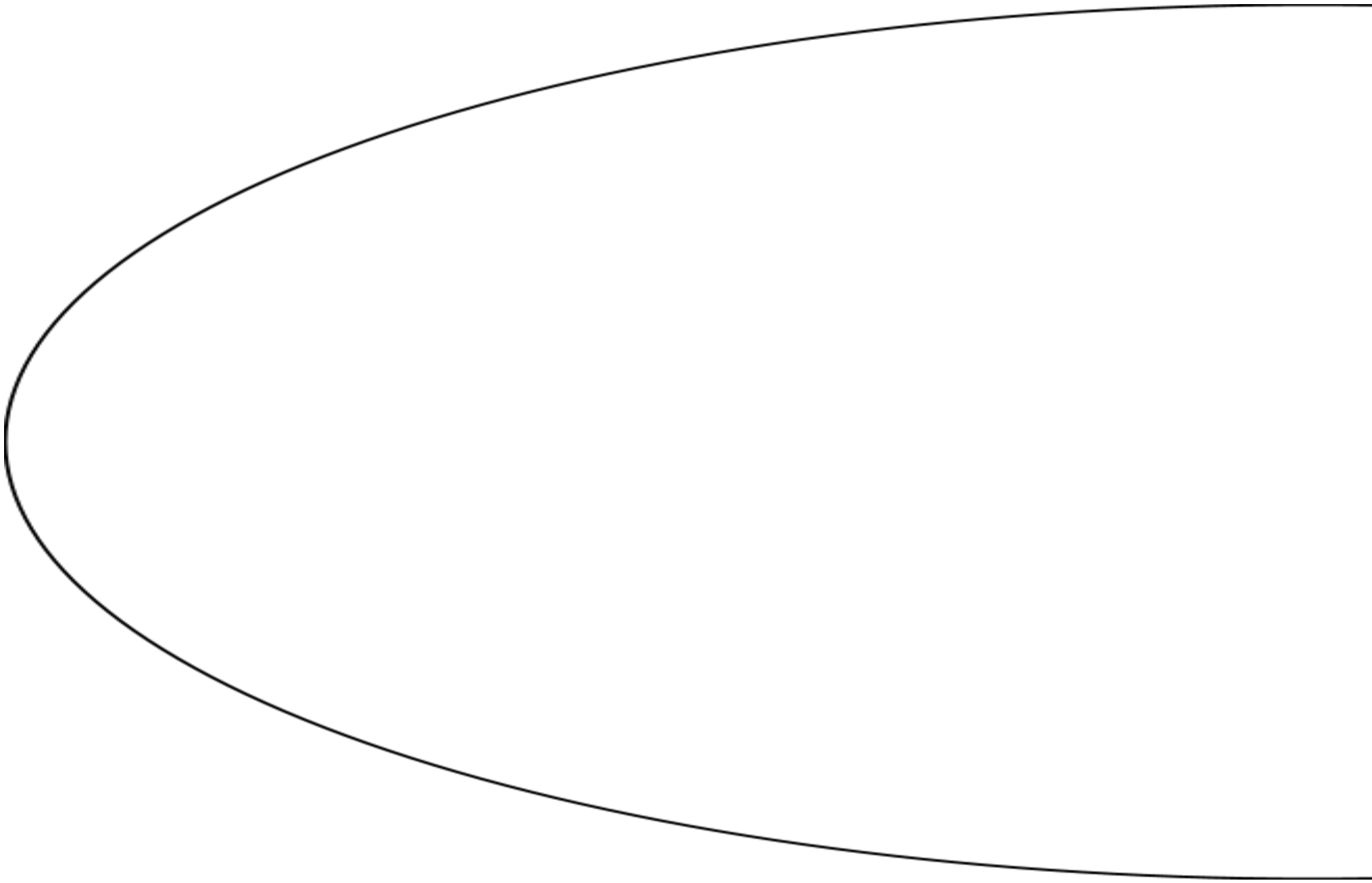
Explanation Observation Tool

Child's Name: _____

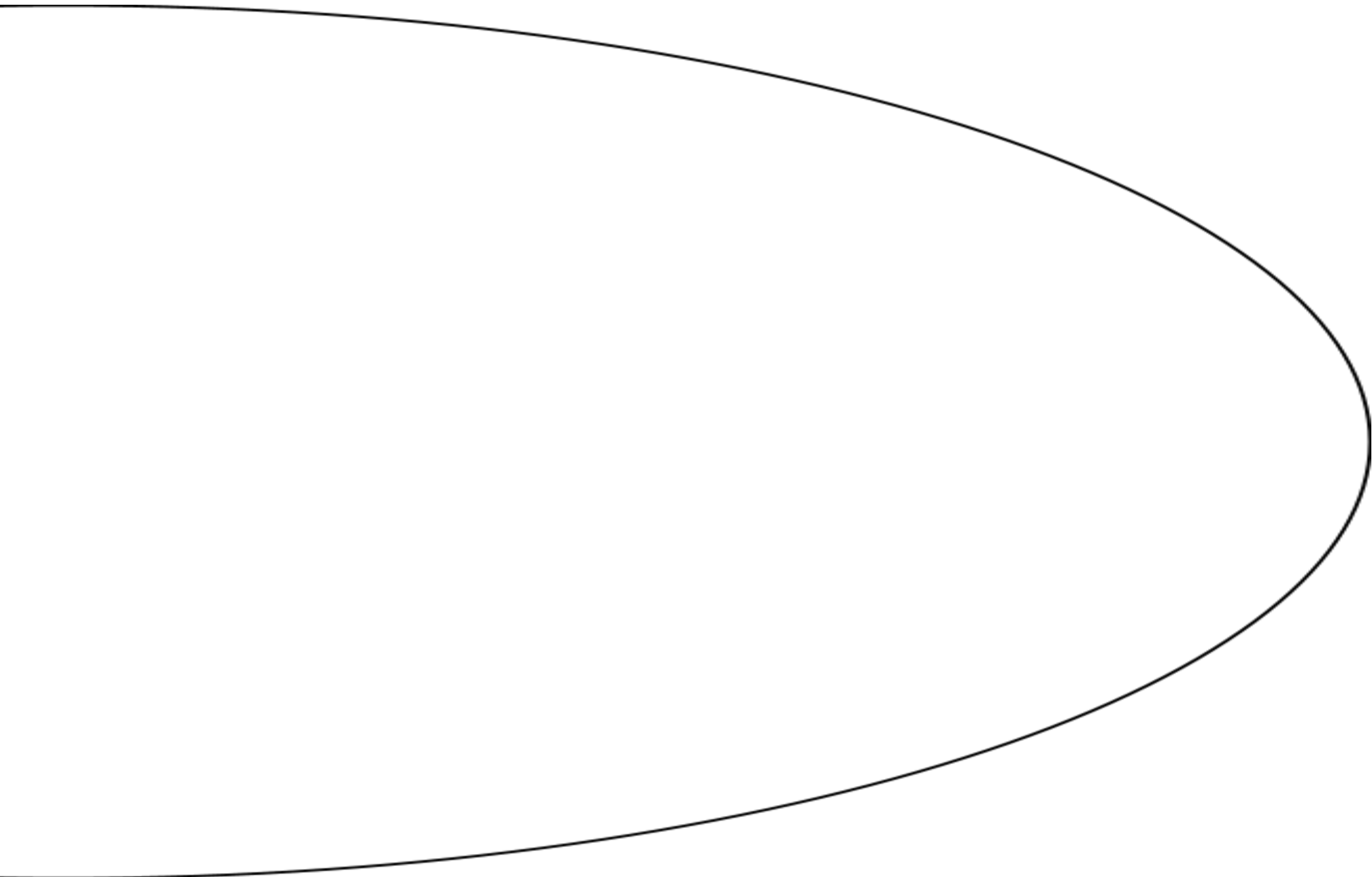
	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Statement of Phenomenon: names the phenomenon introduced in the explanation.</p> <p>Note that children are producing this with a small group.</p>		
<p>Explanation Sequence: includes all parts of the explanation, explained in order</p>		
Medium: Life Cycle Page		
<p>Illustrations: are clear; are accurately labeled; show how the animal grows and changes</p>		

	Yes, date observed and notes	Not Yet, notes and next steps
Sentences: explain how the animal changes from one stage to the next		
Language		
Nouns: general nouns are used, naming a group or class, rather than something specific		
Verbs: present tense action verbs		

Suggestions for Week 10 revisions, based on observations



Writing U2 W9 D1



Writing U2 W9 D1

Writing U2 W9 D1

explanation sentence sheets

WEEK 9 Day 3

Writing Explanation
Peer-to-Peer Feedback

Content Objective	I can use feedback to choose how to revise my writing. (W.K.5, W.K.2)
Language Objective	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.K.3)
Vocabulary	feedback: specific, helpful suggestions given to improve work explanation: a genre of writing whose purpose is to explain a phenomenon in sequence
Materials and Preparation	<ul style="list-style-type: none"> ● children’s explanations Set aside the explanation of the child chosen to model feedback. ● Explanation Feedback sheet, one copy for each child ● writing folders ● writing tools
Opening 1 minute	<i>Today we are going to provide feedback to each other to improve our writing. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze ____ [child]’s explanation and provide ____ [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice 9 minutes	<p>Introduce the Explanation Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your explanation to her. After you read your</i></p>

	<p><i>page, your partner will answer three questions.</i></p> <p><i>The first question says, “Does it have all the parts of the life cycle?” If all the stages are there, your partner will check “Yes.” If something is missing, she will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete.</i></p> <p><i>The next question says, “Are they in order?” If all of the parts of the life cycle are in order, your partner will check “Yes.” If not, she will check “No.” If they are not in order, talk about what needs to be changed to put it in order.</i></p> <p><i>The last question says, “Does it make sense?” If the page makes sense, she will check “Yes.” If it does not make sense, she will check “No.” If something doesn’t make sense, talk together about what doesn’t make sense.</i></p> <p><i>Then you will switch and the other partner will read his writing and the first partner will give feedback.</i></p> <p><i>Let’s try it together. _____, please read us your explanation.</i></p> <p><i>Remember, our first question says, “Does it have all the parts of the life cycle?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. Repeat the process with the second and third questions.</p>
<p>Peer-to-Peer Feedback 12 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children (with someone writing about the same animal) and send them with Explanation Feedback sheets.</p> <p>As the children work, circulate to support them. Have children store their Explanation Feedback sheets in their writing folders.</p>
<p>Closing 8 minutes</p>	<p>Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback.</p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.K.3. Ask and answer questions about what a speaker says in order to</p>

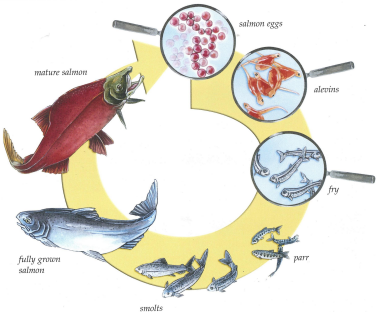

	seek help, get information, or clarify something that is not understood.
Ongoing assessment	Observe and take notes as children provide feedback. What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Are there any trends emerging?

Notes

Explanation Feedback

Writer's Name: _____

Reviewer's Name: _____

 <p>Does it have all of the parts of the life cycle?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Are they in order?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	 <p>Does it make sense?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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WEEK 9 Day 4

Writing Explanation

Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues over the next several days. This lesson addresses two phases of the work: revisions (children’s individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of explanations: to explain a phenomenon, in sequence.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.K.5, W.K.2)
Language Objective	I can discuss with a partner or small group how my writing should be revised. (SL.K.1)
Vocabulary	<p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>revise: make changes to writing</p> <p>publish: to prepare writing for an audience</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p>
Materials and Preparation	<p>These materials will be used this week and next.</p> <ul style="list-style-type: none"> Explanation Observation Tools <p>Before the lesson, review the children’s Explanation Observation Tools, Explanation Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into groups—some to meet on Day 4 and some to meet</p>

	<p>on Day 5. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● writing folders, including children’s explanations and Explanation Feedback sheets ● materials for children’s reference: <ul style="list-style-type: none"> ○ animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 6, Day 1 ○ life cycle cards, from Week 8, Day 2 ○ jointly-constructed explanation, from Week 8 ● Explanation anchor chart, from Week 8, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional), from Week 6, Day 1 and life cycle cards, from Week 8, Day 2; if necessary for adding/revising life cycle stages <p>For Publishing:</p> <ul style="list-style-type: none"> ● life cycle oval, for publishing the class explanation Tape the two pages together to complete the life cycle oval. ● explanation picture and label sheets and explanation sentence sheets, enough copies to publish the class explanation and for children to revise their individual explanations ● glue sticks
<p>Opening 5 minutes</p>	<p><i>This week and next you will be working to revise and publish your life cycle explanations and to complete your animal books to share at our Showcase of Learning. Our audience will learn so much about animals from your books!</i></p> <p><i>You each received feedback from each other. Today you will use that feedback to make your explanation even better. If the parts of your life cycle are not in order, move the papers to put them in order. If part of the life cycle is missing or does not make sense, you can get a new small sheet of paper to add or rewrite.</i></p> <p><i>If you finish your revisions today, you can begin to work on publishing our class explanation. Tomorrow you can begin to publish your own explanations, as well.</i></p>
<p>Individual</p>	<p>Send the children with writing folders to revise their work.</p>

<p>Construction 20 minutes, concurrent with Small Group instruction</p>	<p>After children revise, they may begin to publish the class explanation, by creating clear copies of pictures and labels and sentences and glueing them onto the life cycle oval sheet.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of report taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Explanation Sequence</u> Children should be pulled in small groups writing about the same animals. Using research resources, guide children in discussion about the stages of that particular animal’s life cycle and the order in which the stages occur. Guide children to include missing stages or to reorder stages, as necessary.</p> <p><u>General Nouns</u> Review the lesson from Week 9, Day 1. Review the sentences from <i>The Life Cycle of a Salmon</i> that include general nouns. Have children practice explaining the life cycle orally using general nouns. Guide children to revise their sentences to include general nouns.</p> <p><u>Verbs</u> Review the lesson from Week 9, Day 3. Identify the verbs in children’s sentences that are not present tense action verbs. Talk as a group about what change is taking place and generate present tense action verbs that accurately capture that change. Guide children to revise their sentences based on these changes.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Note children’s participation in and understanding of the content of each small group.</p>

WEEK 9 Day 5, Week 10 Day 1

Writing Explanation

Revising and Publishing

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.K.5, W.K.2)
Language Objective	I can discuss with a partner or small group how my writing should be revised. (SL.K.1)
Vocabulary	revise: make changes to writing publish: to prepare writing for an audience explanation: a genre of writing whose purpose is to explain a phenomenon in sequence
Materials and Preparation	See materials from previous day.
Opening 3 minutes	<i>Today you will continue revising and publishing your explanations. After you finish revising your work, based on your classmates' and my feedback, you may begin publishing, by glueing all of your sheets to the life cycle oval in order. Take each paper off one at a time, so you don't forget the order, remove the tape, and glue it back in place.</i>
Individual Construction and Small Groups 22 minutes Continue through next week.	As children work independently, meet with small groups, as described in Day 4 As they finish revising, children can continue to publish both the class explanation and their individual explanations.
Closing 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.

Standards	W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

WEEK 9

Shared Reading

"Five Little Wolves"	
Standards: R.2.K.a R.2.K.d R.3.K.c R.3.K.d L.2.K.b	Five little wolves sat in a den. The first one said, "I see a hen." The second one said, "The hen is big." The third one said, "Let's find a pig." The fourth one said, "I'll take a cat." The fifth one said, "I can do that." So the five little wolves ran out in a dash, and away they went, in a flash.
Session 1	<p>Opening: <i>We are going to learn a poem about wolves, the animal we have been studying. This poem is called "Five Little Wolves." It's similar to a poem you might know called "Five Little Fishies."</i></p> <p>Fluency: Tracking print with a pointer, teach the poem by inviting children to echo after each line.</p> <p>Meaning Making: <i>What were the wolves doing in this poem?</i> <i>What does it mean that they "ran out in a dash?"</i></p>

“Five Little Wolves”

Standards:

R.2.K.a
R.2.K.d
R.3.K.c
R.3.K.d
L.2.K.b

Five little wolves sat in a den.
The first one said, “I see a hen.”
The second one said, “The hen is big.”
The third one said, “Let’s find a pig.”
The fourth one said, “I’ll take a cat.”
The fifth one said, “I can do that.”
So the five little wolves ran out in a dash,
and away they went,
in a flash.

Session 2**Fluency:**

Read the poem through once, inviting children to chime in on repeating parts and rhyming words.

Invite five children to act out the wolves.

Encourage each child to read or echo read a line, and then have all five act out running off together.

Phonological Awareness and Phonics:

This poem has rhyming words—they sound the same at the end. What are some words that rhyme?

After children point out two or three pairs of rhyming words, choose one pair of words to highlight and write on the teacher whiteboard.

The words “den” and “hen” rhyme—they sound the same at the end. Their endings are also spelled the same way.

What other words rhyme with “den” and “hen”?

As children offer words, write them in a list.

Highlight the parts of the words that sound and are spelled are the same. Invite children to read the completed list of words.

Phonics:

There are several words in this poem that you can read using your knowledge of letters and sounds!

Highlight CVC words in the poem and invite children to tap and blend these words.

“Five Little Wolves”

Standards:

R.2.K.a
R.2.K.d
R.3.K.c
R.3.K.d
L.2.K.b

Five little wolves sat in a den.
The first one said, “I see a hen.”
The second one said, “The hen is big.”
The third one said, “Let’s find a pig.”
The fourth one said, “I’ll take a cat.”
The fifth one said, “I can do that.”
So the five little wolves ran out in a dash,
and away they went,
in a flash.

Session 3**Phonological awareness:**

Cover the poem so that children do not see the print.

We have been noticing the sounds in words, and we know that we can also blend sounds together to say a word.

Say “/b/---/i/---/g/” with a long pause in between each sound.

What word is that? It’s “big.”

If I change the /b/ to a /d/ what word do we have? (dig)

Repeat the same exercise with the words “dash,” replacing the initial phoneme to create “mash,” and “sat,” replacing the initial phonemes to create “pat.”

Fluency:

Invite children to chorally read and act out the poem, as in Session 1.

Language Conventions:

In print, writers use uppercase letters at the beginning of the names of people and places and at the beginning of each sentence.

Remember, a sentence is a group of words that go together to make sense. Let’s find the uppercase letters at the beginning of the sentences in this poem.

Invite children to find uppercase letters at the start of a few sentences.

Word Recognition:

“Little” is a new high frequency word in this poem.

The i makes the short i sound we’ve learned, but the e at the end is silent.

This poem has many other high frequency words that we have already learned. What words do you see? (I, see, in, a, is, the, said)

Extensions	<p>CVC practice: Write CVC words (pig, dog, red, cat, fed) on index cards, and invite children to blend and read the words.</p> <p>“Change One Sound” Game (“Chaining”): Say “den,” and invite children to write it on their own whiteboards and read the word. Provide a new beginning sound orally, /t/, and ask children to write the new word and read it (they should write “ten” under “den”). Continue changing the initial sound with b, h, and p. Repeat this with the initial consonants or medial vowels children most need to practice.</p>
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Name: _____

Date: _____

Five Little Wolves

Five little wolves sat in a den.

The first one said, "I see a hen."

The second one said, "The hen is big."

The third one said, "Let's find a pig."

The fourth one said, "I'll take a cat."

The fifth one said, "I can do that."

So the five little wolves ran out in a dash,
and away they went

in a flash.



WEEK 9

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction		Dedicate the majority of Stations time to strategically targeted small group instruction.
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (animals and habitats)
Pocket Chart	"I Had a Rooster"	<ul style="list-style-type: none"> ● "I Had a Rooster" sentence strips ● pocket chart ● "I Had a Rooster" on chart ● "I Had a Rooster" child copies ● pointer
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 9 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>Wolves</i> recording ● <i>Wolves</i>, Seymour Simon ● conversation prompts, cut apart
Writing	<i>Lon Po Po</i>	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Say, Tap, Build, Read	<ul style="list-style-type: none"> ● Say, Tap, Build, Read Sheets, one for each child ● pencils ● letter tiles
	Word Hunt	<ul style="list-style-type: none"> ● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child ● pencils
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles

Talk Time Week 9



<https://www.pbs.org/wnet/nature/river-of-no-return-gray-wolf-fact-sheet/7659/>,
<https://www.nytimes.com/2020/10/29/climate/wolves-endangered-species-list.html>



<https://www.pbs.org/wnet/nature/river-of-no-return-gray-wolf-fact-sheet/7659/>,
<https://www.nytimes.com/2020/10/29/climate/wolves-endangered-species-list.html>

Listening & Speaking Station: Talk Time U2 W9

What different kinds of information do these two photos tell us about wolves?

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Wolves, Seymour Simon

Why do you think the author wrote this book?

Wolves, Seymour Simon

Why do you think the author wrote this book?

Wolves, Seymour Simon

Why do you think the author wrote this book?

Name: _____

Writing Station

What happens in the story of *Lon Po Po*? Retell the story, and then draw and write about it.

A large, empty rectangular box with a thin black border, intended for a student to draw and write about the story of Lon Po Po.

Writing Station U2 W9

Name: _____





Say	Tap	Build	Read
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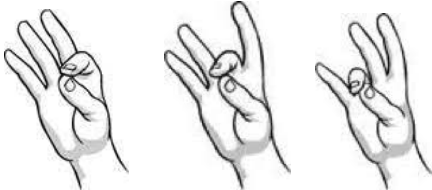


Say the word.


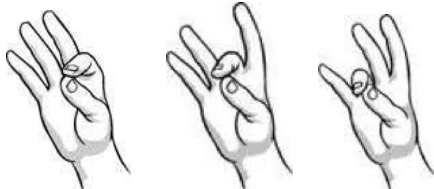


Tap the sounds.

Build the word.

Read the word.

			
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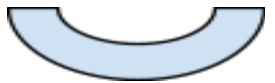
Say	Tap	Build	Read
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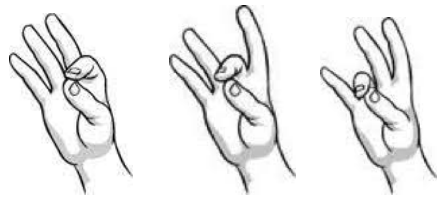

Say the word.


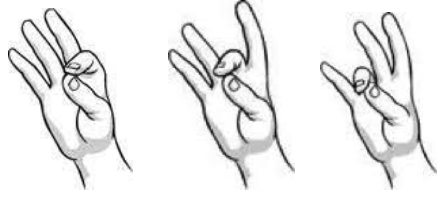

Tap the sounds.

Build the word.

Read the word.

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
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		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
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Say	Tap	Build	Read
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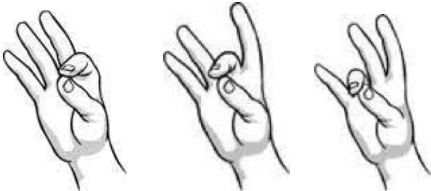

Say the word.

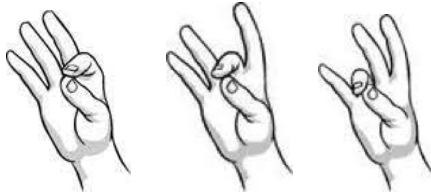

Tap the sounds.

Build the word.

Read the word.

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
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Fundations Unit 2 Week 2 RF.K.1, RF.K.2

Word Work Station U2 W9

Word Bank



sit



sip



sad



sap



mad



map



mud



mop

Word Hunt Cards

Look for these words around the room and in books. Read and write them!

we

me

the

little

said

look

my

you

see

and

























is

can

























Name: _____

Word Hunt

I found them. I can read them. I can write them!

 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>

I found them. I can read them. I can write them!

 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
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Word Work Station U2 W9













Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Dept of Education

Name: _____

Word Work Station

Read the word. Build the word. Write the word.

Read the word	Build the word	Write the word
and		 _____  -----  _____  _____
little		 _____  -----  _____  _____
you		 _____  -----  _____  _____

Read the word	Build the word	Write the word
look		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
can		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
said		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>